



HAROLD K.L. CASTLE
FOUNDATION

September 1, 2016

Dear Chair Mizumoto, Vice Chair De Lima and Board Members: I am pleased to submit testimony regarding Superintendent Matayoshi's annual evaluation.

The Harold K.L. Castle Foundation is a private foundation whose mission is to close the achievement and college attainment gaps in public education so that all of Hawaii's children have access to and benefit from high-quality education that prepares them for a successful future. Each year we invest nearly \$4Million in Hawaii public schools.

Outside funding for public education works best in partnership with the DOE. I would like to offer the Board several examples of how Superintendent Matayoshi has leveraged outside resources to advance her priorities:

Objective #1: Reduce achievement gap

Together, the Board of Education and Department of Education created a culture of high expectations for **all** students through important policies such as Common Core State Standards, Strive Hi, Next Generation Science Standards, and more rigorous high school graduation requirements. Doing so is the first step to close the achievement gap and provides the opening for more targeted efforts.

As examples, our Foundation has funded a "Bright Spots" study to identify and spread strategies that reduce chronic absenteeism. Alongside a dozen other foundations, we also support a successful effort to identify 1,500 disconnected middle school students across ten schools and intervene before they drop out. Lessons from states such as Massachusetts show that narrowing the achievement gap demands a multi-year effort. Far more must be done and we urge the Board to keep this objective in place.

Objective #2: Expanding community engagement on college and career readiness

Career readiness historically receives little attention. At the Superintendent's urging, our Foundation provided grant writing and staff support which has resulted in a grant award from the JPMorgan Chase Foundation. Beyond grant funds, Superintendent Matayoshi has leveraged the "New Skills for Youth" effort to catalyze Hawaii's workforce, economic development and postsecondary sectors to define high wage, high demand industries and work with high school leaders to advance new career pathways so students have new routes into emerging economic opportunities. We are encouraged by early results.

Objective 3: Establish a framework to provide clinical support to schools

To preserve the DOE's focus on student learning, Superintendent Matayoshi has established a critically important partnership with the University of Hawaii, Manoa's School of Nursing and Dental Hygiene that expands in-school medical services. Again at Superintendent Matayoshi's urging, our Foundation just wrapped up first year funding for an advanced practice registered nurse in the Windward District. The Hawaii Keiki framework developed by Superintendent and Dean Mary Boland provided students critical vision and hearing screening, health consultations, and coordinated wellness services that reduce absenteeism and help better manage chronic conditions.

Mahalo piha for your leadership in public education and the opportunity to submit testimony.

Sincerely,

Alex Harris

Senior Program Officer for Education

Dear Chair Mizumoto and members of the Board of Education:

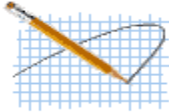
My name is Lorey Ishihara, teacher at Kahuku High & Intermediate School. I have been teaching for 31 years in the Department of Education. I am also rated as a highly effective social studies teacher. I am writing in response to Agenda Item IV.C. Superintendent's Report. I humbly request the Board of Education to end the frustrations caused by our current system of teacher evaluation, the Educator Effectiveness System, (EES). Teachers recently received the 2016-17 Manual for Evaluators and Participants and have noticed it has not been revised to support teaching and learning. This evaluation system ties our teacher evaluation to student performance and holds our teacher status and teacher morale hostage. Since its conception and use in schools, EES has negatively impacted teachers and counselors of all differing years of service. EES with its more than tedious, fear-based evaluative demands has turned teaching into a dreaded check off list of duties tied to student growth. It has created such a downward swing in teacher morale, loss of positive rapport and trust between teachers and administrators/evaluators, and negative energy amongst faculty. Colleagues of mine have noticed that our campus used to be lit and booming with activities and teacher involvement way past 5 p.m. Since the implementation of EES, I see only enervation and struggle to activate or continue highly engaging co-curricular activities. How can such a process create such a systematic downswing in teacher energy and morale? We need your support to eliminate EES altogether.

The mandated "Student Growth and Learning Measures (SLO) and School or System Improvement Objective (SSIO) take hours and hours to prepare for our evaluator which creates undue stress. It takes up valuable time away from real focus on our classroom, teaching/delivery of lessons, working closely with students, as well as, any co-curricular activities that engage students in school. I attended the Education Summit on July 9th at the Convention Center and was reminded that under Every Student Succeeds Act, (ESSA), the new federal law, teacher evaluation is no longer linked to any measure of student growth. I know that the BOE has delinked student test scores and teacher evaluations under BOE Policy 203.4; however, under 2016-17 EES, SLOs are still required and links teacher evaluations to student scores/growth. On top of this, the SLO scores make up 50 percent of the teacher evaluation! SLOs need to be eliminated completely. More so, we need your support in eliminating EES altogether.

Under ESSA, DOE leaders and the teachers' union can develop teacher-driven professional development plans that are way more relevant and that can effectively support teachers in the classroom and all around. Teachers will benefit from an evaluation system that is useful, supportive, and empowering. Again, this will require a shift away from the current EES that has built a fear-based management culture on campuses across Hawaii instead of one of trust, positivity, and support in an educational institution.

I implore you and the members of the Board of Education to please make dramatic changes to the language connecting teacher evaluations with student learner outcomes, or immediately eliminate EES altogether. Teachers cannot survive under the current conditions that EES cultivates. Thank you for your time, support, and earnest consideration.

Sincerely, Lorey Ishihara – Kahuku High & Intermediate School



Kellee Kelly <kellyk79@me.com>

09/04/2016 09:01 PM

To testimony_boe@notes.k12.hi.us

cc

Subject Testimony 9/6/2016 General Meeting

- Kellee Kelly Special Education teacher Hawaii island
- Meeting: General Meeting
- Agenda item: Student Success
- Position: Comment

My name is Kellee Kelly and I am a special education teacher on the island of Hawaii. I teach at a “zone” and “hard to staff” school. Last year, I worked with third grade students that were exposed to the Smarter Balanced Assessment (SBA) for the first time.

I would like to submit this testimony as evidence of SBA’s gross ineffectiveness from the view of a teacher in the trenches.

The first point I’d like to make is the fact that SBA is very time consuming. In the middle of the school year we will first administer a interim SBA to students. We block off about 12 hours to take this test. We give the interim assessment to prepare third grade students who have never taken the test to become familiar to the format of the SBA. Then, third graders actually take the assessment which is scheduled for an additional 12 hours including extra time for make-ups. The SBA is in addition to four other assessments my school has chooses to administer, Evaluate for reading and math, DIBELS for reading, Iready reading and math, and KIDBIZ for reading. Many teachers feel that they are testing kids more than we are teaching kids.

Not only is SBA time consuming, teachers who are on the front line have to witness first hand the frustration, anxiety, and non compliance from students. One specific example was a third grade student who suffers from anxiety. She cried almost every day the whole testing period because all though she was capable, she had anxiety about failing. I’ve watched other students push any button they wanted or copy what the question says into the written portion because either they can’t read, or they want to get it over with.

The test is also developmentally inappropriate especially for our Special Education students. 95% of students are required to take the SBA. Students with ADHD, who cannot read due to dyslexia, low IQ, emotionally disturbed, or any other disability struggle with the assessment. I can see the self doubt deepen within these young children and it saddens me that I have no choice but to proceed. Its as if for 24 hours they are repeatedly told that they cannot do. Further, students with severe autism, life threatening illnesses, wheelchair bound, severe intellectual disability, or many other disabilities are still required to take a standardized using the HSA-ALT. This assessment is not SBA but is based on common core standards. The results do count in the schools desegregated data for the SpEd category. Regardless, the HSA-ALT is also developmentally inappropriate and not useful for teachers. HSA-ALT assess academic standards whereas our one on one plans usually include self-help skills, interpersonal skills, occupational therapy, none of which are tested.

SBA doesn’t only affect students and teachers during testing windows. Testing has affected every decision that is made on my campus. For example, this year I joined a technology leadership group at my school. We have the task of developing the scope and sequence of technology skills through the grade levels. The team decided to use a pacing guide already created that focuses on the technology skills kids need to be successful at taking the test rather than looking at the GLO’s focusing on innovation and career readiness. The curriculum we

choose, the pacing guides down to the minute and the monthly observations all are aligned to what students will need to have to do well on the test. At the same time, certain necessities get pushed aside that are detrimental to the healthy development of student and teacher. Last year I testified to the BOE stating that I did not have the paint I needed to do an art activity. Much of our art, music, and PE equipment has been parted out, given away, or destroyed with time. There is a group of students within my school that only do phonetic reading lessons and one short math block all day 4 days a week.

I'd like to add that all of this frustration for both student and teacher does NOT inform my teaching practice. We do NOT get the results of the assessment before the end of the school year, as students are taking the assessment at the end of the school year. Furthermore, teachers are not involved in the lengthy process to score written parts of the test. I do not use the scores in a meaningful way to adjust my teaching practice as so believed.

My ask today is this: Please revisit whether SBA is worth the damage created for both teachers and students. Instead of maintaining this practice, embrace the work that Ige's task force has been doing around student assessment. First, we have the opportunity to apply for a grant through the Department of Education to create and pilot authentic performance based assessment. We need to support this. Secondly, we are asking that when developing indicators for student achievement, consider focusing on other subject areas besides ELA and Math to ensure a well-rounded education. Instead, lets honor community partnership, whole child, and GLO's/Hā. Third, assessments should never be punitive for either students nor teachers.

Thank You,

Kellee Kelly

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TESTIMONY FOR AGENDA ITEM IV, A, STUDENT ACHIEVEMENT COMMITTEE REPORT

Board of Education General Business Meeting

Hon. Lance Mizumoto, Chair

Hon. Brian De Lima, Vice Chair

Tuesday, September 6, 2016, 1:30 PM

Queen Liliuokalani Building, Room 404

Honorable Chair Mizumoto and committee members:

I am Kris Coffield, representing IMUAlliance, a nonpartisan political advocacy organization that currently boasts over 350 members. On behalf of our members, we offer this testimony on the state's "educator effectiveness system," as it relates to standards-based education, student achievement, and the teaching profession that grounds them both.

As a condition of receiving Race to the Top grant funds, in 2012, Hawai'i agreed to implement high-stakes teacher evaluations, in which teachers' "effectiveness" would be tied to student learning growth and, in turn, used to determine pay raises and reemployment rights. In practice, however, the DOE's "educator effectiveness system" has been devastating. Year after year, HSTA polling shows that a large majority of teachers feel that their work time is besieged by the evaluation system, which they find inadequately explained, lacking administrative support, and unfair. Moreover, 50 percent of the "student growth percentile" score used in EES ratings, until recently, was based on standardized test scores. Far from disappearing, per the BOE's intent in eliminating so-called "student growth percentile," testing remains a mandatory reflection item under the "core professionalism" segment of EES, continuing to marry instruction to toxic levels of standardized testing that undermine critical thinking and are academically inconsequential for students.

Evaluations are also subjective and overburdening for school administrators, as demonstrated by the number of teachers appealing their results. Appeals are most commonly made on procedural grounds, as administrators frequently fail to perform

evaluation component or, in some, complete the evaluations at all (notably, some administrators have attempted to withhold pay increases for teachers whose evaluations they failed to complete, in violation of state law and the HSTA-BOE Master Agreement). While the evaluation system has been “improved” through annual discussions among stakeholders—for instance, by eliminating student survey data as a high-stakes evaluation component, allowing “effective” teachers to skip some components during the following school year, and, again, excising standardized testing as one of the EES’s determinants of student growth—the classroom climate produced by test-driven evaluations continues to erode teacher morale and academic freedom, replacing educator flexibility with profitmaking education consulting “expertise.”

Leading education researchers have criticized the “value-added” evaluation model on which the state’s EES is largely based, despite protestations to the contrary from department administrators. The American Statistical Association has said that VAM formulas—and their mutant offspring masquerading as non-VAM improvements—fail to determine teaching effectiveness with sufficient reliability and validity, even when they account for impacting student variables, like English language proficiency and socioeconomic status. EES, likewise, flops in considering differing student characteristics, comparing students to their peers as if they were a homogenous population. A 2010 report published by the Economic Policy Institute and authored by leading education professionals—including Diane Ravitch and Linda Darling-Hammond—stated:

For a variety of reasons, analyses of VAM results have led researchers to doubt whether the methodology can accurately identify more and less effective teachers. VAM estimates have proven to be unstable across statistical models, years, and classes that teachers teach. One study found that across five large urban districts, among teachers who were ranked in the top 20 percent of effectiveness in the first year, fewer than a third were in that top group the next year, and another third moved all the way down to the bottom 40 percent. Another found that teachers’ effectiveness ratings in one year could only predict from 4 percent to 16 percent of the variation in such ratings in the following year. Thus, a teacher who appears to be very ineffective in one year might have a dramatically different result the following year. The same dramatic fluctuations were found for teachers ranked at the bottom in the first year of analysis. This runs counter to most people’s notions that the true quality of a teacher is likely to change very little over time and raises questions about whether what is measured is largely a “teacher effect” or the effect of a wide variety of other factors.

A study designed to test this question used VAM methods to assign effects to teachers after controlling for other factors, but applied the model backwards to see if credible results were obtained. Surprisingly, it found that students' fifth grade teachers were good predictors of their *fourth* grade test scores. Inasmuch as a student's later fifth grade teacher cannot possibly have influenced that student's fourth grade performance, this curious result can only mean that VAM results are based on factors other than teachers' actual effectiveness.

VAM's instability can result from differences in the characteristics of students assigned to particular teachers in a particular year, from small samples of students (made even less representative in schools serving disadvantaged students by high rates of student mobility), from other influences on student learning both inside and outside school, and from tests that are poorly lined up with the curriculum teachers are expected to cover, or that do not measure the full range of achievement of students in the class.

For these and other reasons, the research community has cautioned against the heavy reliance on test scores, even when sophisticated VAM methods are used, for high stakes decisions such as pay, evaluation, or tenure.

Accordingly, the Board on Testing and Assessment of the National Research Council of the National Academy of Sciences has said, "VAM estimates of teacher effectiveness should not be used to make operational decisions because such estimates are far too unstable to be considered fair or reliable." A review of VAM research from the Educational Testing Service's Policy Information Center concluded, "VAM results should not serve as the sole or principal basis for making consequential decisions about teachers. There are many pitfalls to making causal attributions of teacher effectiveness on the basis of the kinds of data available from typical school districts. We still lack sufficient understanding of how seriously the different technical problems threaten the validity of such interpretations." Finally, RAND Corporation researchers reported that, "The estimates from VAM modeling of achievement will often be too imprecise to support some of the desired inferences...The research base is currently insufficient to support the use of VAM for high-stakes decisions about individual teachers or schools."

In December of 2015, Congress passed the Every Student Succeeds Act, which explicitly ends the federal mandate on teacher evaluations. Put simply, it's time to try something collaborative. Something that supports teachers and students. Something localized. Something new. Accordingly, we ask you to consider the following possible revisions to the BOE's teacher evaluation policies, which would bring our state into alignment with the progressive educational vision offered by

ESSA, reimagine the conditions of possibility for learning in our schools, and give our teachers the respect which they deserve and have been denied for far too long.

POSSIBBILITY A: 203.4 REPEAL

[203.4]

[TEACHER PERFORMANCE EVALUATION POLICY]

~~The purpose of this Policy is to provide the directive, means, and flexibility to establish a performance management system that cultivates and supports highly effective educators.~~

GENERAL

~~The Department of Education shall establish a common and consistent evaluation system to provide teachers with information necessary to continually improve their instructional practice and leadership. Each teacher shall receive an annual overall performance rating.~~

~~The Department shall develop and maintain a comprehensive and detailed implementation plan for the development and implementation of the new evaluation system.~~

~~In developing and annually improving the evaluation systems, the Department shall consult and confer the evaluation design and may negotiate related agreements with the respective exclusive representatives of employees affected by the evaluation system. In addition, the Department shall involve teachers in the development and improvement of the evaluation system.~~

~~The evaluation of a teacher shall be on the basis of efficiency, ability, contribution to student learning and growth, and such other criteria and processes as the Department shall determine.~~

~~The evaluation system must provide timely feedback to identify the needs of educators and guide their professional development. The Department shall include systematic and comprehensive staff development for all participants. The staff development support shall be directed both to participant understanding and utilization of the evaluation system and to providing targeted support to teachers who are rated marginal.~~

~~The evaluation system shall be subject to due process provisions of the collective bargaining agreement, including the grievance procedures and other articles.~~

~~The system shall include provisions for annually reviewing the system's effectiveness and making improvements as well as a mechanism by which participants can appeal.~~

~~The Department shall develop and implement statewide a comprehensive evaluation and support system that includes ratings of highly effective, effective, marginal, and unsatisfactory. The statewide system shall be implemented beginning with the 2013-2014 school year. Performance levels and associated feedback must be used to inform personnel decisions.~~

~~The evaluation system shall have two major components, each of which counts towards 50 percent of the evaluation rating:~~

~~Teacher Practice: The measurements of teacher practice may include classroom observations, stakeholder surveys, and evidence of reflective practice.~~

~~Student Learning and Growth: The measurements of students' academic learning and growth must consist of multiple measures to include statewide assessment and other relevant student learning objectives.]~~

POSSIBILITY B: 203.4 REVISE

203.4

TEACHER PERFORMANCE EVALUATION POLICY

The purpose of this Policy is to provide the directive, means, and flexibility to establish a performance management system that cultivates and supports [~~highly effective educators~~] teacher practice.

GENERAL

The Department of Education shall establish a common, [~~and~~] consistent, and research-proven teaching evaluation system to provide teachers information necessary to continually improve their instructional practice and leadership. [~~Each teacher shall receive an annual overall performance rating.~~]

The Department shall develop and maintain a comprehensive and detailed [~~implementation~~] plan for the [~~development and~~] implementation of the new evaluation system.

In developing and annually improving the evaluation system, the Department shall ~~[consult and confer the evaluation design and may]~~ negotiate ~~[related]~~ collectively bargained agreements with the respective exclusive representative of employees affected by the evaluation system that include, but are not limited to, the evaluation design, criteria, and processes. In addition, the Department shall involve teachers in the development and improvement of the evaluation systems.

~~[The evaluation of a teacher shall be on the basis of efficiency, ability, contribution to student learning and growth, and such other criteria and processes as the Department shall determine.]~~

The evaluation system must provide timely feedback to ~~[identify the needs of educators]~~ teachers ~~[and]~~ to ~~[guide]~~ inform their professional development. The Department shall include systematic and comprehensive staff development for all participants. The staff development support shall be directed ~~[both]~~ to participant understanding, ~~[and]~~ utilization of the evaluation system, and to providing targeted support to teachers ~~[who are rated marginal]~~ in need.

The evaluation system shall be subject to due process provisions of the respective collective bargaining agreement, including the grievance procedures and other articles.

The system shall include provisions for annually reviewing the system's effectiveness and making improvements as well as a mechanism by which participants can appeal.

~~[The Department shall develop and implement statewide a comprehensive evaluation and support system that includes ratings of highly effective, effective, marginal, and unsatisfactory.]~~ The Department shall negotiate the criteria and designation of the ratings to be used in the evaluation system with the respective exclusive representative of employees affected by the evaluation system. The statewide system shall be implemented beginning with the 2013-2014 school year. ~~[Performance levels and associated feedback must be used to inform personnel decisions no later than July 1, 2014.]~~

~~The evaluation system shall have two major components, each of which counts towards 50 percent of the evaluation rating:~~

~~Teacher Practice: The measurements of teacher practice may include classroom observations, stakeholder surveys, and evidence of reflective practice.~~

~~Student Learning and Growth: The measurements of students' academic learning and growth must consist of multiple measures to include statewide assessment and other relevant student learning objectives.]~~

Teacher Performance: The measurement of teacher performance may be based on multiple measures of teacher practice. No invalid, unreliable, or predictive measure shall be used to evaluate the performance of any teacher, including standardized testing and student learning objectives.

For teachers rated effective or highly effective during the 2015-2016 school year, the Department shall continue streamlined performance evaluations for school year 2016-2017. The results of the individual evaluations shall not result in adverse consequences for teachers for the 2016-2017 school year.

POSSIBILITY C: 203.4 STREAMLINE

203.4

TEACHER PERFORMANCE EVALUATION POLICY

The purpose of this Policy is to provide the directive, means, and flexibility to establish a performance management system that cultivates and supports highly effective educators.

GENERAL

The Department of Education shall establish a common and consistent evaluation system to provide teachers with information necessary to continually improve their instructional practice and leadership. Each teacher shall receive an annual overall performance rating.

The Department shall develop and maintain a comprehensive and detailed implementation plan for the development and implementation of the new evaluation system.

In developing and annually improving the evaluation system, the Department shall consult and confer the evaluation design and may negotiate related agreements with the respective exclusive representative of employees affected by the evaluation

system. In addition, the Department shall involve teachers in the development and improvement of the evaluation system.

The evaluation of a teacher shall be on the basis of efficiency, ability, contribution to student learning and growth, and such other criteria and processes as the Department shall determine.

The evaluation system must provide timely feedback to identify the needs of educators and guide their professional development. The Department shall include systematic and comprehensive staff development for all participants. The staff development support shall be directed both to participant understanding and utilization of the evaluation system and to providing targeted support to teachers who are rated marginal.

The evaluation system shall be subject to due process provisions of the collective bargaining agreement, including the grievance procedures and other articles.

The system shall include provisions for annually reviewing the system's effectiveness and making improvements as well as a mechanism by which participants can appeal.

The Department shall develop and implement statewide a comprehensive evaluation and support system that includes ratings of highly effective, effective, marginal, and unsatisfactory. The statewide system shall be implemented beginning with the 2013-2014 school year. Performance levels and associated feedback must be used to inform personnel decisions.

The evaluation system shall have two major components, each of which counts towards 50 percent of the evaluation rating:

Teacher Practice: The measurements of teacher practice may include classroom observations, stakeholder surveys, and evidence of reflective practice.

Student Learning and Growth: The measurements of students' academic learning and growth must consist of multiple measures to include statewide assessment and other relevant student learning objectives.

For teachers rated effective or highly effective during the 2015-2016 school year, the Department shall continue streamlined performance evaluations for school year

2016-2017. The results of the individual evaluations shall not result in adverse consequences for teachers for the 2016-2017 school year.

POSSIBILITY D: 204.5 REVISED (DELINK EES AND COMPENSATION)

204.5

COMPENSATION AND CLASSIFICATION

The Department of Education shall establish, maintain and administer appropriate classification and compensation systems for teachers and educational officers in accordance with State of Hawaii statutes, Department regulations, and collective bargaining agreements.

~~[Any pay increases for teachers and school-level educational officers in the Department shall be based on an evaluation of the performance of those employees and only employees who receive a rating of “effective” or higher will be eligible to receive such pay increases.]~~

The Department [~~shall~~] may [~~develop~~] negotiate a process whereby teachers and school-level educational officers [~~who are rated “highly effective” on their annual evaluation shall be~~] are eligible to receive financial recognition [~~of this professional accomplishment~~] based on performance ratings, which shall not be added to or increase base compensation.

New teachers who do not hold a degree in a State Approved Teacher Education Program (SATEP) shall be placed in the teacher salary schedule on the Instructor level. [~~Teachers at the Instructor level shall not be eligible for step movement or any other increase in compensation until they have received a degree from a SATEP and are properly licensed.~~] This policy amendment shall take effect immediately.

Sincerely,
Kris Coffield
Executive Director
IMUAlliance



Native Hawaiian Education Council

September 2, 2016

Mr. Lance A. Mizumoto, Chairperson
Mr. Brian De Lima, Vice Chairperson
State of Hawai'i, Board of Education
P. O. Box 2360
Honolulu, Hawai'i 96813

Via: testimony_boe@notes.k12.hi.us

Re: September 6, 2016 General Business Meeting
Agenda Item IV. Reports of Board Committees, Board Members, and Superintendent;
A. Student Achievement Committee Report on: **(2) Presentation on student achievement centered items in the Department of Education's proposed biennium budget for the 2017-2019 Fiscal Biennium**

Dear Mr. Mizumoto and Mr. De Lima,

The Native Hawaiian Education Council (NHEC or the Council) supports the inclusion of the Office of Hawaiian Education's (OHE) annual budget of approximately \$2.5MM (for FY 17-18 and FY 18-19) in the Department's 2017-2019 Fiscal Biennium budget request.¹

The Council's support of OHE's budget inclusion is made intentionally considering Hawai'i's: Unique context of having a single State Educational Agency (SEA) and Local Educational Agency (LEA); Two official languages—English and Hawaiian—that are mediums of instruction in the State's public education system; and the Ends Policy: 3 – Na Hopena Ao.

The Native Hawaiian Education Council was established in 1994 under the federal Native Hawaiian Education Act. The Council is charged with coordinating, assessing and reporting and making recommendations on the effectiveness of existing education programs for Native Hawaiians, the state of present Native Hawaiian education efforts, and improvements that may be made to existing programs, policies, and procedures to improve the educational attainment of Native Hawaiians.

¹ Because OHE did not exist when the Department created the current budget request, the request is needed for inclusion in the next biennium request.



Native Hawaiian and total student enrollment comparisons, in the Hawai'i Department of Education (HiDOE)² are illustrated in the table below. Based on the SY 14-15 HiDOE enrollment file, of 180,895 students, 47,018 are Native Hawaiian or approximately 26% of the total student enrollment population.

<u>Year</u>	<u>Native Hawaiian students</u>	<u>Total students</u>	<u>% NH</u>
2010	49,464	178,649	28
2011	49,531	178,208	28
2012	50,165	181,213	28
2013	49,434	183,251	27
2014	48,915	185,273	26
2015	47,018	180,895	26

Continuing research shows the persistent lack of positive Native Hawaiian education experiences over the past 50 years resulting in substantial and continuing gaps in: achievement and growth; school engagement; promotion and graduation; and post-high enrollment & completion.³ The number of Native Hawaiians in Hawai'i between the ages of 5 to 19 years old is projected to increase to approximately 218,000 in 2060 from 83,000 in 2010⁴, about 263% growth in the 50 year span. With this projected exponential growth, the imperative for the State's public education system is to ensure the next 50 years will be more positively impactful for Native Hawaiian students, families and communities, including narrowing academic achievement gaps.

The Council supports the inclusion of the OHE's annual budget of approximately \$2.5MM (for FY 17-18 and FY 18-19) in the Department's 2017-2019 Fiscal Biennium budget request for three reasons:

1. **OHE's Implementation Responsibility for Board Policy E-3.** The Native Hawaiian education stakeholder community recognizes OHE's responsibility to implement strategies within the Department to meet the intents and outcomes of the Board's Ends Policy: 3 – Na Hopena Ao (Policy E-3).

² Based on 14-15 enrollment files and including public charter schools

³ Kamehameha Schools, 2011 Update on Native Hawaiian Well-being, slide 12

⁴ Kamehameha Schools, 2014 Ka Huaka'i, page 20, Table 1.3 Projected number of Native Hawaiians in Hawai'i by age. Note: The population projections in this section are based on a model of stability and constancy, which assumes that current fertility, mortality, and migration rates will hold steady from 2010 to 2060. These projections serve as a baseline for understanding and predicting the growth of the Native Hawaiian population. Numerous factors—such as education, the economy, government policy, health-care, and natural events—influence the growth and structure of a population but are not included in the statistical model.



- A. **OHE Responsibility.** OHE is also responsible for implementing strategies and programs for the outcomes of student achievement policies 105.7 Hawaiian Education and 105.8 Ka Papahana Kaiapuni which align with Policy E-3.
 - B. **OHE Relationships.** OHE leadership possesses broad and deep relationships among internal (to the Department) and external (community) stakeholders in support of all three policies (e.g., 105.7, 105.8 and Policy E-3) and its implementation.
 - C. **OHE Community Support.** OHE's community relationships—from individuals who work at organizations and advisory councils such as 'Aha Punana Leo, INPEACE⁵, Kamehameha Schools, Ka Haka 'Ula o Ke'elikolani⁶, the Office of Hawaiian Affairs, 'Aha Kauleo, Hawaiian immersion public charter schools, Na Lei Na'auao⁷ and NHEC to 2,500 students, parents and families in 21 island school communities from Kaua'i to Hawai'i Island—form a network of support for successful integration and implementation of Board Policy E-3 for the benefit of families and communities' education.
2. **OHE's Resourcing Signals the State's Commitment.** One of the outcomes of the 1978 Constitutional Convention—the codification of Hawai'i's two official languages, English and Hawaiian—represented several foundational values and beliefs in education, particularly as it related to the use of the language and the role of families and communities in education. Over 2,500 K-12 students in 21 schools are educated throughout the State in the medium of Hawaiian. The triangulation of culture based education pedagogy—curriculum, instruction and assessment—are all delivered in the medium of Hawaiian, with English introduced in Grade 5. While 2,500 students in the totality of approximately 181,000 students, represents a little less than 1.5% of the total student enrollment, to the families and communities of these students in the 21 schools and communities, it represents 100% of their desire to educate their children and families in the Hawaiian language and with Hawaiian culture based education pedagogy.
- Resourcing of OHE signals to community organizations and partners that the Department is committed to the effective implementation of Policies 105.7, 105.8, and E-3 and the medium of instruction in Hawaiian; and therefore, can count on community organizations and partners accordingly for the benefit of students, families and communities.
3. **OHE's Delivery Plan Builds Integration of Networks and Systems in Hawai'i.** The multiplicity of networks and systems operating in the geographically small State of Hawai'i (compared to SEA/LEA contexts in other States) create opportunities for a K-12

⁵ The Institute for Native Pacific Education and Culture

⁶ University of Hawai'i – Hilo, College of Hawaiian Language

⁷ Native Hawaiian Charter School Alliance



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public education system (with 289 schools serving approximately 181,000 students) to integrate with an independent school system (with 93 independent schools, serving 35,000 students⁸ statewide) and public and private systems of higher education.

Again, the Council supports the inclusion of the Office of Hawaiian Education's (OHE) annual budget of approximately \$2.5MM (for FY 17-18 and FY 18-19) in the Department's 2017-2019 Fiscal Biennium budget request.

Please feel free to contact the Council's Executive Director, Dr. Sylvia Hussey, directly via e-mail (sylvia@nhec.org), office (808.523.6432) or mobile (808.221.5477) telephone with any questions or comments.

Sincerely,



Dr. Lisa M. Watkins-Victorino, Chair

cc:

Native Hawaiian Education Council and staff

Kathryn S. Matayoshi, Superintendent, Hawai'i State Department of Education

Kau'i Sang, Director, Office of Hawaiian Education

⁸ Per Hawai'i Association of Independent Schools website





Native Hawaiian Education Council

September 2, 2016

Mr. Lance A. Mizumoto, Chairperson
Mr. Brian De Lima, Vice Chairperson
State of Hawai'i, Board of Education
P. O. Box 2360
Honolulu, Hawai'i 96813

Via: testimony_boe@notes.k12.hi.us

Re: September 6, 2016 General Business Meeting
Agenda Item VII. Action Items, B. Board Action on Human Resources Committee
recommendation concerning Superintendent's 2015-2016 School Year evaluation.

Dear Mr. Mizumoto and Mr. De Lima,

The Native Hawaiian Education Council (NHEC or the Council) submits this testimony in support of Superintendent Kathryn S. Matayoshi's 2015-2016 School Year evaluation. While we do not know the specific evaluation standards, elements or assessments for 2016, utilizing the published 2015 elements, we provide supportive comments re: 2nd objective – Sustaining Community School System.

The Council is mindful that the Superintendent operates in a unique context of having a single State Educational Agency (SEA) and Local Educational Agency (LEA); two official languages—English and Hawaiian—that are mediums of instruction in the State's public education system; and a public charter school system that is a blend of Hawaiian language immersion schools and other innovative settings.

The Native Hawaiian Education Council was established in 1994 under the federal Native Hawaiian Education Act. The Council is charged with coordinating, assessing and reporting and making recommendations on the effectiveness of existing education programs for Native Hawaiians, the state of present Native Hawaiian education efforts, and improvements that may be made to existing programs, policies, and procedures to improve the educational attainment of Native Hawaiians.



2nd objective – Sustaining Community School System

The Council observed the following re: the Superintendent's authentic engagement with Native Hawaiian education stakeholders:

- Participation and commitment at two Native Hawaiian Education Summits (October 2014 and July 2015), supporting stakeholder designed vision, mission and two goals;¹
- Participation and commitment via the Promise to Children, associated with *Malama Honua*, the four-year World Wide Voyage of the voyaging canoe, Hokulea; and in her own words, the Superintendent explains, "It's probably one of the most exciting learning opportunities not only for our teachers who are going to be on the crews, but for our students to see something that is global, 21st century, but yet very grounded in our tradition and culture. I think it's going to give us all in the whole state a sense of pride and a sense of purpose. And that will last beyond the voyage. It'll be a lifetime."²
- Supported the collaborative, community based process to develop Board Policy E-3 and the related implementation plan.
- Supported the creation of the Office of Hawaiian Education (OHE) to oversee the implementation of Board policies 105.7 Hawaiian Education, 105.8 Ka Papahana Kaiapuni, and Policy E-3.
- Engaged in collaborative activities with the University of Hawai'i system for seamless transitions of students' educational journey between public education systems.
- Leadership role in the Education Summit in July 2016 to contribute to the Governor's ESSA team and ESSA implementation in Hawai'i.
- Supporting the broad, community wide BOE/DOE strategic plan update.

¹**Vision Statement:** 'O Hawai'i ke kahua o ka ho'ona'auao
Hawai'i is the foundation of our learning

Mission Statement: I nā makahiki he 10 e hiki mai ana e 'ike 'ia ai nā hanauna i mana i ka 'ōlelo a me ka nohona Hawai'i no ka ho'omau 'ana i ke ola pono o ka mauili Hawai'i.

In 10 years, kānaka will thrive through the foundation of Hawaiian language, values, practices and wisdom of our kūpuna and new 'ike to sustain abundant communities.

Goal 1 'Olelo Hawai'i. Advance 'Olelo Hawai'i Expectations: Develop and implement a clear set of expectations for 'Olelo Hawai'i that permeates all levels of education; **Actualize a Hawaiian Speaking Workforce:** Increase a prepared 'olelo Hawai'i workforce to ensure community and 'ohana access and support; **Amplify Access and Support:** Increase 'olelo Hawai'i context & programming to support the kaiāulu; and **Achieve Normalization:** Pursue normalization of 'Olelo Hawai'i.

Goal 2 'Ike Hawai'i. Actualize 'Ike Hawai'i: Increase use of knowledge from traditional and diverse sources; **Amplify Ieō Hawai'i:** Increase 'ohana and kaiāulu learning and participation; and **Advance hana Hawai'i** increase resources to support practice and leadership.

² Polynesian Voyaging society website



Lance A. Mizumoto
Brian De Lima
September 2, 2016
Page 3

Again, the Council supports a positive evaluation outcome for Superintendent Matayoshi (for SY 15-16) and considers her an advocate for Native Hawaiian education, students, families and communities.

Please feel free to contact the Council's Executive Director, Dr. Sylvia Hussey, directly via e-mail (sylvia@nhec.org), office (808.523.6432) or mobile (808.221.5477) telephone with any further questions or next steps re: implementation.

Sincerely,

A handwritten signature in blue ink that reads "Lisa M. Watkins-Victorino". The signature is fluid and cursive, with the first name "Lisa" being the most prominent.

Dr. Lisa M. Watkins-Victorino, Chair

cc:

Native Hawaiian Education Council and staff

Kathryn S. Matayoshi, Superintendent, Hawai'i State Department of Education





September 1, 2016

Office of the Hawaii Board of Education
1390 Miller Street, Room 404
Honolulu, HI 96813

Dear Chair Mizumoto, Vice Chair De Lima and Members of the Board:

I am honored to submit testimony in support of Superintendent Kathryn Matayoshi.

Hawai'i P-20 Partnerships for Education is a statewide partnership led by the Executive Office on Early Learning, the Hawai'i State Department of Education and the University of Hawai'i, that is working to strengthen the education pipeline from early childhood through higher education so that all students achieve college, career and community success.

Superintendent Matayoshi has been an outstanding leader for students throughout the entire P through 20 educational continuum, at which public K-12 education has been at the crux. She has been especially effective working in partnership with other educational leaders, showing results for DOE students. She, together with UH President David Lassner and Executive Office on Early Learning Director, Lauren Moriguchi, have been the leaders for the Hawaii P-20 Council and have been strong advocates for innovation and creativity for students.

Some examples of her leadership include:

- 1) The proliferation of dual credit programs – Over 25 DOE high schools are partnering with UH campuses to offer college credits at their high school campuses (Early College) or encouraging students to take the courses at the UH campus (Running Start) or enabling them to spend their entire 12th grade year in a first-year, CTE program (Jump Start). As you will see today, the college enrollment and persistence data is showing incredible improvements.
- 2) The creation of “Introduction to College Math” – The creation of this 12th grade math course in 2015, now in 15 high schools, between DOE teachers and UH faculty is enabling students who scored a 2 on the 11th grade Smarter Balanced Assessment, to go directly into Math 100 at any of the UH campuses.
- 3) The installation of 21 Pre-K classrooms in DOE elementary schools – Until 2014, Hawaii was one of only 11 states without publicly-funded pre-school classes. Although the classes are run by the Executive Office on Early Learning, they are held at DOE elementary schools with the support of the DOE principals.
- 4) The introduction of a career readiness initiative – Under the direct leadership of Superintendent Matayoshi, the state won a New Skills for Youth planning grant from the JPMorgan Chase Foundation to develop a plan for career readiness for K-12 students in Hawaii. This effort requires tight coordination with the Hawaii Chamber of Commerce, the Hawaii Business Roundtable, the UH Community Colleges, and

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others throughout the state, and already the collaborative efforts are showing early outcomes.

Although only a brief sampling, none of these innovations could have begun without the leadership of Superintendent Matayoshi, and we at Hawaii P-20 Partnerships for Education have benefited from her vision and support.

Mahalo for the opportunity to submit testimony.

Sincerely,
Karen C. Lee, Ed.D.
Associate Vice President, University of Hawaii
and Executive Director, Hawaii P-20

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Chair Williams and Members of the Student Achievement Committee:

I am Jessica Whitsett and I taught 4th grade at Ma'ili Elementary for two years.

I ask the board to change policies 203.4 and 202.4 to delink student learning outcomes from both teacher and principal evaluations. Teachers and principals face enormous pressure to raise student test scores, leading to school policies that, while well intentioned, are poor educational practice.

Last year, an assistant principal at our school gave each teacher at my grade level a list of student SBA test scores from the previous school year. We were told to identify 4-5 students as "target students" -- students whose scores hovered near the passing mark for the test, either slightly above or below. We to ensure that those 4-5 students would pass the test.

As the assistant principal explained, this was based on the assumption that the students who previously passed with high scores would not need any additional help from us, and that students with the lowest scores would not have a good chance of passing this year anyway, so it did not make sense to expend extra effort on them. The most bang for our buck would be to focus on those right at the border of passing.

I found this exercise deeply disturbing. Like most teachers, my goal is to teach ALL of my students, not just those who may have the best chances at improvement. My goal is to support growth in EVERY student. I also know that basing large instructional decisions off a single test score is not sound practice.

But ranking the students was only the beginning of the testing madness. In Quarter 3, the administrators ramped up test preparation, and these target students were placed in small group for extra instruction in math or reading. This was in addition to the daily interventions these students were already receiving! Admin called it "triage." For the "triage," 10 staff members meant to support the school as a whole were taken from their normal duties in order to focus on the target students. Special ed teachers and paraprofessionals at each tested grade level would lead groups as well.

So, for all of quarter 3, for about an hour every afternoon, all the instructional coaches, vice principals, counselors, and technology coordinators *could not do* their regular duties supporting students and teachers.

The DOE would like us to believe that taking one test once a year is not so bad, and that this test is necessary to properly evaluate students, teachers, and principals. However, I counter this with my experience at my school, where this "single test" became the compass guiding instructional and staffing decisions throughout the school year. Countless hours were spent preparing for the test and taking practice tests, not to mention the two weeks students spent actually taking the test. Students were ranked, the curriculum was narrowed, and support staff were taken away from their crucial duties. So long as principals feel pressure to continually boost scores, there will be schools where these types of decisions are carried out. Teachers and students will continue to suffer.

I urge the board to separate student learning outcomes from teacher and principal evaluations, and to consider alternatives to standardized testing. Take the opportunities afforded by ESSA to lead Hawaii in a new direction, away from standardized testing and towards authentic measures of teaching and learning.

Sincerely,

Jessica Whitsett

Debbie Anderson, MLIS, Hawaii State Senior Project Co-Chair; HASL Corresponding Secretary; initiator of the AASL National Task Force on Capstone Projects

1:30 p.m. Meeting (General Business Meeting (full Board)) 6 September 2016;
Agenda Item IV. Reports of Board Committees, Board Members, and Superintendent

A. Student Achievement Committee Report on: Standards-based education, inc.
statewide assessment. See Empowerment.docx companion testimony submitted.

B. BOE Community Meeting Report: i) August 3, 2016 Hawaii County Community Meeting
Testimony submitted in advance of attending:

<http://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/Community%20Meeting%20testimony%208-2.pdf>; Miculka, Cameron. "Community chimes in on education plans" West Hawaii Today. August 4, 2016. cmiculka@westhawaii.com
<http://westhawaii.com/news/local-news/community-chimes-education-plans>

Positions: 1. **Opposes** high stakes tests arguing that "one size does not fit all," that this has led to an increase in dropouts, the decline of teacher professionalism and the trivializing of curriculum. The tests that states use to satisfy NCLB descended from a model created in the 1920s designed to divide students into ability groups for more efficient tracking. 2.

Supports [assessment systems](#) such as the New York Performance Standards that lead to quality teaching, that enhance rather than compromise our students' education.

<http://performanceassessment.org/>

How could we participate in the ESSA opportunity Authentic Assessments? Hawaii has led the nation in developing a statewide Senior Project system throughout its high schools, which can be backwards mapped to support culminating projects as tools to support transition among school levels, PK-20.

Our Hawaii State Senior Project Committee work under Gerry Madrazo was based on foundational principles. The National Commission on the High School Senior Year (2000-2001) was housed at the Woodrow Wilson National Fellowship Foundation. Their reports included *The Lost Opportunity of the Senior Year: Finding a Better Way*, and [Raising Our Sights: No High School Senior Left Behind](#). We designed our responses to incorporate supportive resources from a wide range of institutions.

The Hawaii State DOE contracted with the national Senior Project Center over a couple years to support a quality Senior Project Coordinator professional development program. BOE member *Margaret Cox* participated supportively in one training held at the Pacific Beach Hotel.

One example of our Hawaii P-20 networking supports: Professor Emerita Violet Harada of the University of Hawaii Manoa (UHM) spearheaded an Institute for Museum & Library Services (IMLS) [\\$250,000 grant](#) entitled *Pathways for Excellence and Achievement in Research and Learning (PEARL)*. The UHM group published a manual *PEARL Training Model: Facilitating Inquiry-Based Research in K-12 Schools*, and have extensive Trainer and Student materials available still in a variety of accessible repositories. This effective PEARL network continues to encourage Senior Project coordinators and their partner School Library Media Specialists.

About half of HGEA's Principals supported keeping the Senior Project as a graduation requirement, while half were reticent to overload their responsibilities. When the elected Board of Education was replaced with a Board appointed by the Governor, the choice was made to prioritize a Personal Transition Plan (PTP) graduation requirement, and downgrade the Senior Project to an option.

Supporters of the Senior Project testified March 9, 2010 against this change (ATTACHMENT A) demoting the Senior Project, and continue to support the Senior Project as a viable education reform because it changes student learning immensely.

"As I stated when interviewed about authentic assessments and the senior project last month in an article that appeared in the West Hawaii Today on Aug. 4, 2016, WAIMEA — A community meeting Wednesday designed to gather feedback from the public about the state Department of Education and Board of Education's strategic plan attracted roughly three dozen people from throughout the island, including teachers (me) and administrators from the island's public and charter schools.... Debbie Anderson, the librarian at Waiakea Intermediate School, said she wants the state to bring back the "Senior Project," which required students to create and present a project based on a specific area of interest. "I thought it was an incredible process," she said. The Senior Project, said Anderson, bridged the gap between leaving high school and entering college or a career. The project had students research an area of interest and then develop a portfolio and project, which would then be presented to a panel. "Every student shows what they're capable of," she said. Anderson suggested it be incorporated into the state's strategy for providing students with a well-rounded education. "This was the best thing I've ever seen for involving the community in our seniors' lives," she said.

Many high schools chose to continue to require Senior Project as a school level graduation expectation. Exemplary implementations continue to demonstrate the value of Capstone Projects across Hawaii's private and public school systems. Kamehameha Schools' Senior Legacy Project is well documented on several islands.

Every year, seniors at Molokai High School (MHS) complete a senior project that incorporates a research paper, a portfolio, community service action, and a panel presentation. All students are required to complete the long-term [senior inquiry project](#) before the end of their senior year. The overarching essential question is "How Can I Make A Difference?" Molokai High School Principal Stan Hao stated: "I firmly believe the Senior Project is one of the greatest forms of authentic assessment of a student's collective understanding of their entire educational experience! It challenges our students to go beyond the common and integrates various forms of synthesis of their learning. In today's demand for College & Career Ready exemplars, the Senior Project provides a template that can be applied to many future adult situations. The Senior Project will stretch your son or daughter and challenge them beyond their current level of performance. This is what we want ALL of our students to experience!"

Lahainaluna High requires a senior project for graduation. The school's Senior Project requirement has completed its seventh year with seniors being required to do capstone projects that involve research papers, 30 hours of mentoring with a professional in the area they are studying, production of a power point, and a formal presentation to a team of evaluators. Teachers from all schools in the Lahaina Complex, along with PTSA, SCC, and community members, are invited to participate in evaluating Senior Project Presentations, using a rubric created by the Senior Project Committee.

College-readiness is exemplified with the Capstone Project components, adapted readily to career applications. In addition to Doctoral and Master's programs, many universities are adding college senior projects to their 4-year undergraduate requirements. To develop mentors for every high school senior, we have intellectual support from the academic community, as well as a groundswell of community volunteers (Carol Shikada of the Hawaii's ESSA Task Force could explain further). Performance based assessment is validated and celebrated by each Senior's school community, leads to civic engagement beyond a high school walls.

Backwards mapping, a culminating project is achievable upon promotion from school levels, Gr. 8, Gr. 5-6, etc. Our national networking includes a wide range of Project-Based Learning examples.

Waiakea Intermediate school participated in the PEARL project specifically to develop as a role model for middle level school students with its Grade 8 iSearch projects. Portfolio development empowers age-appropriate student-led conferences or galleries where learners explain their growth to stakeholders.

Before completing their final elementary grade, elementary students could produce Project-Based Learning (PBL) portfolio samples. Possibilities range from Science Fair, etc. Even a primary learner moving into upper elementary has the potential for authentic assessment. Our second grader was asked to write an essay explaining why promotion to the grade 3 was warranted.

Culture-based educational strategies and corresponding assessments are being seen as a promising means of addressing educational disparities between indigenous students and their peers. Hawaiian Cultural Influences in Education (HCIE) is a collaborative study by Kamehameha Schools, the Department of Education, and Nā Lei Na'auao –alliance of Hawaiian focused charter schools. HCIE examines relationships among culture-based educational strategies and socio-emotional development and educational outcomes of students. Hawaiian Focused Charter Schools (HFCS) and Kamehameha Schools Ho'olako Like (to enrich together) have partnered to design a 3- year pilot Culturally Relevant Assessment (CRA) project. We can support sustainably our local place-based and Culture-Based Educational endeavors with compatible authentic assessments, to meet the needs of the whole child.

We would align with our Governor's vision for innovation for the Board and the Department to apply for the pilot through ESSA to continue the development of the senior project as an authentic assessment far exceeding the potential to showcase student success compared to the restrictive standardized tests, like Smarter Balanced. Much work has been done through the foundations of our state's work in Senior Project. Given the corresponding 10 a.m. testimony explaining why evaluation should be empowering, and the examples available, entertaining participation in ESSA's Authentic Assessment is reasonable. I know the Board wants to get things right with the new opportunity ESSA allows. Let's work together to bring authenticity and relevance to our students' public school experience, meet our goal of empowering the most fundamental people in education, our teachers and students.

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LATE TESTIMONY

2 September 2016

Hawai'i Board of Education
Queen Lili'uokalani Building
1390 Miller Street, Room 404
Honolulu, HI 96813

Re: 'Aha Pūnana Leo testimony on Board of Education Action Item VII, B.
Superintendent Matayoshi 2015 – 2016 school year evaluation

Aloha Lance Mizumoto, Chairperson and Brian De Lima, Vice Chairperson

My name is 'Ekekela Aiona. I am the Executive Director of the 'Aha Pūnana Leo.

We are happy to submit a letter of support for Superintendent Matayoshi as you consider the Superintendent's evaluation and job performance for school year 2015-2016.

The 'Aha Pūnana Leo has been working in partnership with the Department of Education since 1987 when the first public school facilities in Keaukaha, Hawai'i and Waiau, O'ahu became available. We opened the Kaiapuni Hawai'i program at these sites modeled on the Pūnana Leo which is the exclusive use of Hawaiian language. Next year, we will be celebrating 30 years of public education through the medium of Hawaiian. The 'Aha Pūnana Leo is the only Hawaiian medium early childhood statewide provider. Our Pūnana Leo keiki matriculate into public Department and Charter Schools.

We have been working with Superintendent Matayoshi through our Director of Strategic Partnerships and Collaborations, Ms. Nāmaka Rawlins and Board Director, Dr. William Wilson. Our President, Dr. Kauanoë Kamanā, has also interacted with Superintendent as panelists on the Native Hawaiian Education Summits. The challenge before us is in providing equitable education in a state with two official languages. We are optimistic in making progress in this area under the leadership of Superintendent Matayoshi and her team. We see the Office of Hawaiian Education as one way in which dialogue between stakeholder groups like the 'Aha Pūnana Leo can engage in positively impacting an education system with two language pathways built on a foundation of Hawaiian language, culture and history for all of Hawai'i's public school students.

We look forward to the continued collaboration and work between the 'Aha Pūnana Leo and the Department of Education.

Mahalo nui loa,

'Ekekela Aiona